



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2008  
Code: 10231188  
SAU: Bristol School Department  
School: Bristol Consolidated School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 7

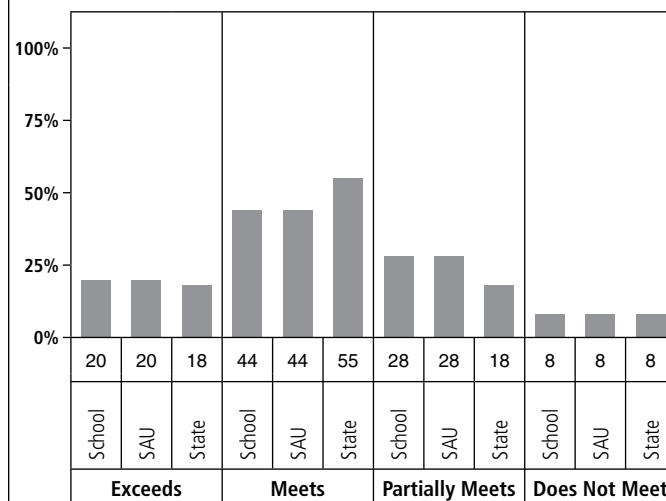
SAU: Bristol School Department

School: Bristol Consolidated School

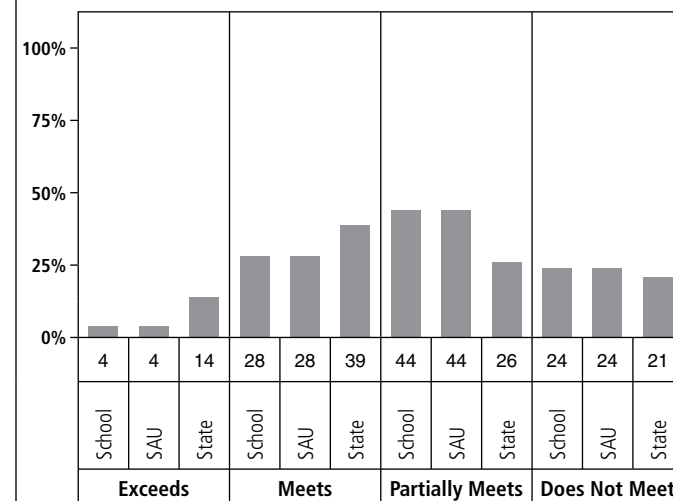
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	746	747	745
2006–2007	754	754	748
<b>2007–2008</b>	<b>749</b>	<b>749</b>	<b>750</b>
Cum. Avg. *	749	750	748
<b>Mathematics</b>			
2005–2006	736	736	740
2006–2007	743	743	742
<b>2007–2008</b>	<b>736</b>	<b>736</b>	<b>743</b>
Cum. Avg. *	738	738	742

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008

Grade: 7

SAU: Bristol School Department

School: Bristol Consolidated School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	25	100	25	100	14818	100	25	100	25	100	14698	99	25	100	25	100	14694	99												
Ethnicity African American/Black	0	0	0	0	381	3	0	0	0	0	372	98	0	0	0	0	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	0	0	0	0	219	1	0	0	0	0	213	97	0	0	0	0	217	99												
Hispanic	0	0	0	0	178	1	0	0	0	0	176	99	0	0	0	0	177	100												
Caucasian/White	25	100	25	100	13927	94	25	100	25	100	13825	99	25	100	25	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	4	16	4	16	2556	17	4	100	4	100	2508	99	4	100	4	100	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	10	40	10	40	5461	37	10	100	10	100	5408	99	10	100	10	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	21	84	21	84	12195	82	21	84	21	84	12215	82						
Identified disability (PET/IEP)	0	0	0	0	418	3	0	0	0	0	421	3						
LEP	0	0	0	0	183	2	0	0	0	0	183	1						
504 plan	0	0	0	0	181	1	0	0	0	0	182	1						
<b>Participation with accommodations</b>	4	16	4	16	2320	16	4	16	4	16	2303	16						
Identified disability (PET/IEP)	4	100	4	100	1912	82	4	100	4	100	1900	83						
LEP	0	0	0	0	159	7	0	0	0	0	173	8						
504 plan	0	0	0	0	56	2	0	0	0	0	55	2						
Other	0	0	0	0	244	11	0	0	0	0	226	10						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	178	1	0	0	0	0	176	1						
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100						
LEP	0	0	0	0	5	3	0	0	0	0	4	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	27	0	0	0	0	0	28	0						
<b>Non-participation – other</b>	0	0	0	0	93	1	0	0	0	0	96	1						

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	Bristol School Department
School:	Bristol Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	1	4	1	3	1769	11
	2006-2007	6	25	6	25	2630	18
	<b>2007-2008</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>20</b>	<b>2604</b>	<b>18</b>
	Cum. Total*	12	16	12	15	7003	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	20	71	23	74	7521	49
	2006-2007	15	63	15	63	7605	51
	<b>2007-2008</b>	<b>11</b>	<b>44</b>	<b>11</b>	<b>44</b>	<b>8049</b>	<b>55</b>
	Cum. Total*	46	60	49	61	23175	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	6	21	6	19	3773	24
	2006-2007	2	8	2	8	3000	20
	<b>2007-2008</b>	<b>7</b>	<b>28</b>	<b>7</b>	<b>28</b>	<b>2672</b>	<b>18</b>
	Cum. Total*	15	19	15	19	9445	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	1	4	1	3	2399	16
	2006-2007	1	4	1	4	1620	11
	<b>2007-2008</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>8</b>	<b>1190</b>	<b>8</b>
	Cum. Total*	4	5	4	5	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	34.2	61.1	34.2	61.1	35.3	63.0
<b>Literary Text</b>	<b>28</b>	<b>50</b>	17.5	62.5	17.5	62.5	17.3	61.8
<b>Informational Text</b>	<b>28</b>	<b>50</b>	16.6	59.3	16.6	59.3	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008

Grade: 7

SAU: Bristol School Department

School: Bristol Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	25	5	20	11	44	7	28	2	8	749	25	20	44	28	8	749	14515	18	55	18	8	750
<b>Ethnicity</b>																						
African American/Black	0										0						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	0										0						211	26	47	20	6	752
Hispanic	0										0						173	12	54	18	15	746
Caucasian/White	25	5	20	11	44	7	28	2	8	749	25	20	44	28	8	749	13656	18	56	18	8	750
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2330	2	30	36	32	735
No	21	5	24	10	48	5	24	1	5	752	21	24	48	24	5	752	12185	21	60	15	4	753
<b>Current LEP</b>																						
Yes	0										0						342	8	46	22	24	741
No	25	5	20	11	44	7	28	2	8	749	25	20	44	28	8	749	14173	18	56	18	8	750
<b>Economically disadvantaged</b>																						
Yes	10	0	0	6	60	4	40	0	0	745	10	0	60	40	0	745	5299	9	51	26	14	745
No	15	5	33	5	33	3	20	2	13	752	15	33	33	20	13	752	9216	23	58	14	5	753
<b>Migrant</b>																						
Yes	0										0						1					
No	25	5	20	11	44	7	28	2	8	749	25	20	44	28	8	749	14514	18	55	18	8	750
<b>Gender</b>																						
Female	14	2	14	7	50	4	29	1	7	749	14	14	50	29	7	749	7084	24	55	15	6	752
Male	11	3	27	4	36	3	27	1	9	749	11	27	36	27	9	749	7431	12	56	21	11	747
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	6	47	34	12	743
No	25	5	20	11	44	7	28	2	8	749	25	20	44	28	8	749	13569	19	56	17	8	750
<b>Gifted/talented program</b>																						
Yes	1										1						574	61	38	1	0	765
No	24	4	17	11	46	7	29	2	8	748	24	17	46	29	8	748	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 7

SAU: Bristol School Department

School: Bristol Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						6	9	42	24	25	741
B. less than one hour	52	3	23	5	38	4	31	1	8	749	52	23	38	31	8	749	50	17	56	19	8	750
C. one to two hours	48	2	17	6	50	3	25	1	8	749	48	17	50	25	8	749	40	20	58	16	6	752
D. more than two hours	0										0						4	19	49	21	11	749
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	54	4	31	4	31	4	31	1	8	752	54	31	31	31	8	752	36	24	58	14	5	753
B. They match some of what I have learned.	46	1	9	6	55	3	27	1	9	745	46	9	55	27	9	745	50	16	58	19	8	749
C. They match just a little of what I have learned.	0										0						11	13	45	26	16	745
D. There is no match.	0										0						3	4	35	29	31	737
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	46	5	45	5	45	1	9	0	0	760	46	45	45	9	0	760	28	35	52	9	5	756
B. good	38	0	0	5	56	3	33	1	11	743	38	0	56	33	11	743	52	15	60	18	7	750
C. fair	17	0	0	0	0	3	75	1	25	732	17	0	0	75	25	732	18	3	49	33	15	742
D. poor	0										0						2	2	41	28	29	738
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	17	1	25	1	25	2	50	0	0	753	17	25	25	50	0	753	16	13	48	23	16	745
B. about the same as my regular schoolwork	65	4	27	7	47	3	20	1	7	751	65	27	47	20	7	751	65	18	57	18	7	750
C. easier than my regular schoolwork	17	0	0	2	50	1	25	1	25	743	17	0	50	25	25	743	19	21	57	16	6	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	4	0	0	1	100	0	0	0	0	750	4	0	100	0	0	750	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	61	2	14	5	36	5	36	2	14	746	61	14	36	36	14	746	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	35	3	38	4	50	1	13	0	0	757	35	38	50	13	0	757	36	28	58	10	4	755
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	50	2	18	5	45	2	18	2	18	748	50	18	45	18	18	748	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	41	3	33	5	56	1	11	0	0	756	41	33	56	11	0	756	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	0	0	2	100	0	0	736	9	0	0	100	0	736	5	9	46	26	19	743
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	20	1	20	3	60	1	20	0	0	752	20	20	60	20	0	752	17	25	57	13	6	753
B. 20 minutes to an hour	64	4	25	7	44	4	25	1	6	751	64	25	44	25	6	751	45	22	56	16	6	752
C. less than 20 minutes	12	0	0	1	33	1	33	1	33	739	12	0	33	33	33	739	13	14	56	21	9	748
D. I rarely read at home.	4	0	0	0	0	1	100	0	0	734	4	0	0	100	0	734	24	8	53	26	13	745
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Bristol School Department  
School: Bristol Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	0	0	0	0	1646	11
	2006-2007	1	4	1	4	2142	14
	<b>2007-2008</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>2028</b>	<b>14</b>
	Cum. Total*	2	3	2	3	5816	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	10	36	10	32	5497	36
	2006-2007	12	50	12	50	5642	38
	<b>2007-2008</b>	<b>7</b>	<b>28</b>	<b>7</b>	<b>28</b>	<b>5703</b>	<b>39</b>
	Cum. Total*	29	38	29	36	16842	38
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	11	39	13	42	4514	29
	2006-2007	10	42	10	42	4077	27
	<b>2007-2008</b>	<b>11</b>	<b>44</b>	<b>11</b>	<b>44</b>	<b>3733</b>	<b>26</b>
	Cum. Total*	32	42	34	43	12324	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	7	25	8	26	3797	25
	2006-2007	1	4	1	4	3001	20
	<b>2007-2008</b>	<b>6</b>	<b>24</b>	<b>6</b>	<b>24</b>	<b>3054</b>	<b>21</b>
	Cum. Total*	14	18	15	19	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.4	52.5	8.4	52.5	8.8	55.0
Cluster 2: Shape and Size	14	25	3.0	21.4	3.0	21.4	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.5	43.8	3.5	43.8	3.5	43.8
Cluster 4: Patterns	18	32	5.8	32.2	5.8	32.2	7.9	43.9

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Bristol School Department  
 School: Bristol Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	25	1	4	7	28	11	44	6	24	736	25	4	28	44	24	736	14518	14	39	26	21	743
<b>Ethnicity</b>																						
African American/Black	0										0						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	0										0						216	25	34	23	18	748
Hispanic	0										0						175	9	32	30	29	737
Caucasian/White	25	1	4	7	28	11	44	6	24	736	25	4	28	44	24	736	13645	14	40	26	20	743
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2321	2	16	26	55	727
No	21	1	5	7	33	8	38	5	24	737	21	5	33	38	24	737	12197	16	44	26	15	746
<b>Current LEP</b>																						
Yes	0										0						356	7	23	24	45	731
No	25	1	4	7	28	11	44	6	24	736	25	4	28	44	24	736	14162	14	40	26	20	743
<b>Economically disadvantaged</b>																						
Yes	10	0	0	4	40	4	40	2	20	735	10	0	40	40	20	735	5301	5	31	31	33	736
No	15	1	7	3	20	7	47	4	27	737	15	7	20	47	27	737	9217	19	44	23	14	747
<b>Migrant</b>																						
Yes	0										0						1					
No	25	1	4	7	28	11	44	6	24	736	25	4	28	44	24	736	14517	14	39	26	21	743
<b>Gender</b>																						
Female	14	0	0	5	36	6	43	3	21	734	14	0	36	43	21	734	7086	14	40	26	20	743
Male	11	1	9	2	18	5	45	3	27	738	11	9	18	45	27	738	7432	14	38	25	22	743
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	4	23	36	37	733
No	25	1	4	7	28	11	44	6	24	736	25	4	28	44	24	736	13572	15	40	25	20	743
<b>Gifted/talented program</b>																						
Yes	1										1						575	64	31	3	1	765
No	24	1	4	6	25	11	46	6	25	735	24	4	25	46	25	735	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 7

SAU: Bristol School Department

School: Bristol Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						6	7	29	26	37	734
B. less than one hour	52	1	8	4	31	4	31	4	31	736	52	8	31	31	31	736	50	13	39	26	22	742
C. one to two hours	48	0	0	3	25	7	58	2	17	736	48	0	25	58	17	736	40	15	42	26	17	744
D. more than two hours	0										0						4	16	37	23	24	742
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	20	1	20	2	40	1	20	1	20	741	20	20	40	20	20	741	32	21	40	23	16	747
B. They match some of what I have learned.	76	0	0	5	26	9	47	5	26	735	76	0	26	47	26	735	50	12	42	27	19	743
C. They match just a little of what I have learned.	4	0	0	0	0	1	100	0	0	730	4	0	0	100	0	730	15	7	32	31	30	737
D. There is no match.	0										0						3	4	17	21	58	726
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	20	1	20	2	40	1	20	1	20	744	20	20	40	20	20	744	25	34	42	13	11	753
B. good	60	0	0	4	27	7	47	4	27	734	60	0	27	47	27	734	47	10	45	27	18	743
C. fair	16	0	0	1	25	2	50	1	25	731	16	0	25	50	25	731	23	3	30	36	32	735
D. poor	4	0	0	0	0	1	100	0	0	732	4	0	0	100	0	732	5	1	17	32	49	729
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	36	0	0	4	44	4	44	1	11	741	36	0	44	44	11	741	36	6	38	29	27	738
B. about the same as my regular schoolwork	64	1	6	3	19	7	44	5	31	733	64	6	19	44	31	733	53	13	42	27	18	744
C. easier than my regular schoolwork	0										0						11	40	32	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	52	0	0	5	38	6	46	2	15	739	52	0	38	46	15	739	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	36	1	11	2	22	3	33	3	33	734	36	11	22	33	33	734	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	12	0	0	0	0	2	67	1	33	727	12	0	0	67	33	727	5	10	27	27	36	736
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	0										0						9	15	37	25	23	742
B. two or three days a week	24	0	0	3	50	1	17	2	33	737	24	0	50	17	33	737	20	13	41	26	20	743
C. two or three times each month	60	1	7	4	27	8	53	2	13	737	60	7	27	53	13	737	30	15	40	27	18	744
D. never or almost never	16	0	0	0	0	2	50	2	50	727	16	0	0	50	50	727	41	13	39	26	23	742
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	8	0	0	0	0	1	50	1	50	717	8	0	0	50	50	717	20	17	39	23	22	744
B. two or three days a week	68	1	6	7	41	7	41	2	12	741	68	6	41	41	12	741	29	16	40	25	19	744
C. two or three times a month	16	0	0	0	0	2	50	2	50	729	16	0	0	50	50	729	26	13	40	28	20	743
D. never or almost never	8	0	0	0	0	1	50	1	50	725	8	0	0	50	50	725	24	10	39	27	24	740
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	0	0	0	0	1	100	720	4	0	0	0	100	720	8	7	32	26	35	736
B. 30–45 minutes	72	1	6	5	28	8	44	4	22	737	72	6	28	44	22	737	41	12	38	27	23	741
C. 45–60 minutes	24	0	0	2	33	3	50	1	17	735	24	0	33	50	17	735	41	17	42	24	16	745
D. more than 60 minutes	0										0						10	15	38	25	22	743
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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